

Constructing a Performance Task Scenario ^T

(G.R.A.S.P.S. - social studies example)

Goal:

- Your goal is to help a group of foreign visitors understand the key historic, geographic and economic features of our region.

Role:

- You are an intern at the Regional Office of Tourism.

Audience:

- The audience is a group of nine foreign visitors (who speak English).

Situation:

- You have been asked to develop a plan, including a budget, for a four-day tour of the region. Plan your tour so that the visitors are shown sites that best illustrate the key historical, geographic and economic features of our region.

Product/Performance and Purpose:

- You need to prepare a written tour itinerary and a budget for the trip. You should include an explanation of why each site was selected and how it will help the visitors understand the key historic, geographic and economic features of our region. Include a map tracing the route for the tour.
[Optional: Provide a budget for the trip.]*

Standards & Criteria for Success:

- Your proposed tour plan needs to include...
 - an itinerary and route map
 - the key historical, geographic and economic features of the region
 - a clear rationale for the selected sites
 - *- accurate and complete budget figures

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Consider the following set of stem statements as you construct a scenario for a performance task. Refer to the previous idea sheets to help you brainstorm possible scenarios. (Note: These are idea starters. Resist the urge to fill in all of the blanks.)

Goal :

- Your task is _____
- The goal is to _____
- The problem/challenge is _____
- The obstacle(s) to overcome is (are) _____

Role:

- You are _____
- You have been asked to _____
- Your job is _____

Audience:

- Your client(s) is (are) _____
- The target audience is _____
- You need to convince _____

Situation:

- The context you find yourself in is _____
- The challenge involves dealing with _____

Product/Performance and Purpose:

- You will create a _____
in order to _____
- You need to develop _____
so that _____

Standards & Criteria for Success:

- Your performance needs to _____
- Your work will be judged by _____
- Your product must meet the following standards _____
- A successful result will _____

Possible STUDENT ROLES and AUDIENCES

KEY: ROLES = R and AUDIENCES = A

___ actor	___ expert (in _____)	___ photographer
___ advertiser	___ eye witness	___ pilot
___ anthropologist	___ family member	___ playwright
___ artist/illustrator	___ farmer	___ poet
___ astronaut	___ filmmaker	___ policeman/ woman
___ author	___ firefighter	___ pollster
___ biographer	___ forest ranger	___ radio listener
___ board member	___ friend	___ reader
___ boss	___ geographer	___ reporter
___ boy/girl scout	___ geologist	___ researcher
___ businessperson	___ government official	___ reviewer
___ candidate	___ historian	___ sailor
___ carpenter	___ historical figure	___ school official
___ cartoon character	___ illustrator	___ scientist
___ cartoonist	___ intern	___ ship's captain
___ caterer	___ interviewer	___ social scientist
___ celebrity	___ inventor	___ social worker
___ chairperson	___ judge	___ statistician
___ chef	___ jury	___ storyteller
___ choreographer	___ lawyer	___ student
___ CEO	___ library patron	___ taxi driver
___ coach	___ literary critic	___ teacher
___ community members	___ lobbyist	___ t.v. viewer
___ composer	___ meteorologist	___ tour guide
___ clients/customer	___ museum director/ curator	___ trainer
___ construction worker	___ museum goer	___ travel agent
___ dancer	___ neighbor	___ traveler
___ designer	___ newscaster	___ t.v./movie character
___ detective	___ novelist	___ tutor
___ doctor	___ nurse	___ viewer
___ editor	___ nutritionist	___ visitor
___ elected official	___ panelist	___ web designer
___ embassy staff	___ parent	___ zoo keeper
___ engineer	___ park ranger	Other: _____
___ ethnographer	___ pen pal	

Possible Products and Performances

What student **product(s)** and/or **performance(s)** will provide appropriate evidence of understanding and/or proficiency? The following lists offer possibilities. (Remember that student products and performances should be framed by an explicit purpose or goal and an identified audience.)

Written	Oral	Visual
<ul style="list-style-type: none"><input type="radio"/> advertisement<input type="radio"/> biography<input type="radio"/> blog<input type="radio"/> book report/review<input type="radio"/> brochure<input type="radio"/> crossword puzzle<input type="radio"/> editorial<input type="radio"/> essay<input type="radio"/> field guide<input type="radio"/> historical fiction<input type="radio"/> journal<input type="radio"/> lab report<input type="radio"/> letter<input type="radio"/> log<input type="radio"/> magazine article<input type="radio"/> memo<input type="radio"/> newscast<input type="radio"/> newspaper article<input type="radio"/> play<input type="radio"/> poem<input type="radio"/> position paper/ policy brief<input type="radio"/> proposal<input type="radio"/> research report<input type="radio"/> screen play<input type="radio"/> script<input type="radio"/> story<input type="radio"/> test<input type="radio"/> Tweet	<ul style="list-style-type: none"><input type="radio"/> audiotape<input type="radio"/> conversation<input type="radio"/> debate<input type="radio"/> discussion<input type="radio"/> dramatization<input type="radio"/> dramatic reading<input type="radio"/> infomercial<input type="radio"/> interview<input type="radio"/> radio script<input type="radio"/> oral presentation<input type="radio"/> oral report<input type="radio"/> poetry reading<input type="radio"/> podcast<input type="radio"/> puppet show<input type="radio"/> rap<input type="radio"/> skit<input type="radio"/> speech<input type="radio"/> song<input type="radio"/> teach a lesson <p><input type="radio"/> other: _____</p> <p><input type="radio"/> other: _____</p>	<ul style="list-style-type: none"><input type="radio"/> advertisement<input type="radio"/> banner<input type="radio"/> book/CD cover<input type="radio"/> cartoon<input type="radio"/> collage<input type="radio"/> computer graphic<input type="radio"/> data display<input type="radio"/> design<input type="radio"/> diagram<input type="radio"/> display<input type="radio"/> drawing<input type="radio"/> Face Book/My Space page<input type="radio"/> flowchart<input type="radio"/> flyer<input type="radio"/> game<input type="radio"/> graph<input type="radio"/> map<input type="radio"/> model<input type="radio"/> Power Point show<input type="radio"/> photograph(s)<input type="radio"/> questionnaire<input type="radio"/> painting<input type="radio"/> poster<input type="radio"/> scrapbook<input type="radio"/> sculpture<input type="radio"/> storyboard<input type="radio"/> videotape<input type="radio"/> web site